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ABSTRACT

To assist personnel in Oklahoma's 20 regional education service centers (RESCs), this administrative handbook's 7 sections discuss the 5 basic services that RESCs are required by law to provide and list the RESC staff and locations. Section 1 describes the first service, student appraisal, and outlines the service's processes and its three areas of responsibility (screening, and individual evaluation of handicapped or learning-disabled students and of gifted students). Sections 2 and 3 briefly review guidelines for services concerning individual learning plans and educational media. Sections 4 and 5 enumerate RESC responsibilities under state and federal laws for the last two services: staff development and coordination of educational services. The RESC staff descriptions, in section 6, give job definitions, examples of work performed, and qualifications or other requirements for the positions of administrator, psychometrist/prescriptive teacher, and secretary/media librarian and for the services of an occupational and/or physical therapist. Section 7 lists RESC locations and telephone numbers. (RW)

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HANDBOOK

Oklahoma State Department of Education
Leslie Fisher, State Superintendent

EA 015 488

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INTRODUCTION

This administrative handbook is designed as a resource for personnel of the twenty Regional Education Service Centers.

The following state laws authorize the Oklahoma State Board of Education to establish and promulgate rules and regulations for the operation and services of the twenty Regional Education Service Centers:

SB 434	(1974)
SB 581	(1974)
PL 94-142	(1975)
SB 704	(1976)
SB 536	(1976)
EHA-B PART D	(1977 to DATE)
CSPD	(1978 to DATE)
OKLAHOMA EHA-B (State Plan)	(1977-1983)
HB 1706	(1980)
SB 214	(1981)

The twenty Centers are charged with the responsibilities of providing the basic services mandated by these laws. These services include:

I. Student Appraisal
II. Media
III. Individualized Learning Plans
IV. Staff Development
V. Coordination of Education Services

The State Department of Education, RESC Section provides direct administration to the twenty RESCs. The state office is staffed with a director, an assistant and two secretaries. The office is located in Room 261, Oliver Hodge Memorial Education Building, Oklahoma City, Oklahoma 73105, phone (405) 521-4155.

I. STUDENT APPRAISAL

The Regional Education Service Center's (RESC's) responsibilities for student appraisal consist of the following three areas:

The first area is the educational screening of all kindergarten, first and second grade students in every school district in the state (Section 8 of SB 581). RESC Screening responsibilities consist of:

1. The delivery of the Oklahoma Screening Instruments, Administration Directions, and Teacher's Report and Follow-up Forms to all kindergarten, first and second grade teachers in schools using the OSI, during the last two weeks in September of each year.

2. Instructing teachers in the correct administration and scoring procedures to be used with the screening instruments.

3. Informing the teachers of the timelines for administering and scoring the screening instruments (during the first two weeks in October of each year) and the due date for the Teacher's Report and Follow-up Forms to be returned to the RESC (October 24th of each year).

4. Delivery and retrieval of follow-up forms for completion by school representatives.

5. Collecting screening results from schools who exercised the option of designing and implementing their own screening program.

The results of individual student screening shall be confidential, except that information and results shall on request be made available to parents and professional personnel involved in the education of the students. No student shall be subjected to individual evaluation without prior written parental permission (SDE Form No. 2).

The following page is a flow chart which gives the timelines and procedures for implementation of the Oklahoma Screening Program.

TIMELINES AND PROCEDURES FOR SCREENING

3rd and 4th week of September	The RESC will provide the Oklahoma Screening Instruments, Administration Directions and Teacher's Report and Follow-up Forms to each kindergarten, first and second grade using the OSI.
1st and 2nd week of October	All kindergarten, first and second grade teachers administer and score screening instruments.
October 24th	RESC personnel picks up all Teacher's Report and Follow-up Forms and other pertinent information relating to the educational screening.
November thru April	RESC personnel individually evaluates all kindergarten, first and second grade students identified through the use of the screening instrument and referred by the school.
May	RESC personnel coordinates the completion of all follow-up reports with school representatives.

The second area is the individual diagnostic and evaluation services for students referred for possible placement in programs for the mentally handicapped or programs for children with learning disabilities. RESC evaluative services to schools consist of:

1. Administering and scoring of formal test batteries for students referred for individual evaluation. Test batteries may include a variety of tests which will evaluate intelligence, achievement, visual-motor skills, ability, auditory perception or language.

2. Test interpretations and prescriptive recommendations in write-up form.

It should be noted that the test interpretations and write-ups are not intendend to be the single consideration for the determination of a student's eligibility for Special Education placement. State Department policies concerning placements are covered in the Policies and Procedures Manual for Special Education. In order for schools to obtain evaluative services from the RESCs, the following conditions must be met:

1. All referrals for evaluation must be initiated by the local public school district in which the student/child resides. (This may include pre-school children and students who are attending private schools.)

2. Schools must complete Referral for Evaluation and Parent Permission Forms (SDE Form No. 1 and SDE Form No. 2) before submitting to the RESC.

Upon completion of the above conditions and receipt of SDE Forms No. 1 and 2, the RESC will make arrangements to evaluate the referred students as quickly as possible.

RESC evaluation priorities are:

1. Kindergarten, first and second grade students referred as a result of the Oklahoma screening program.

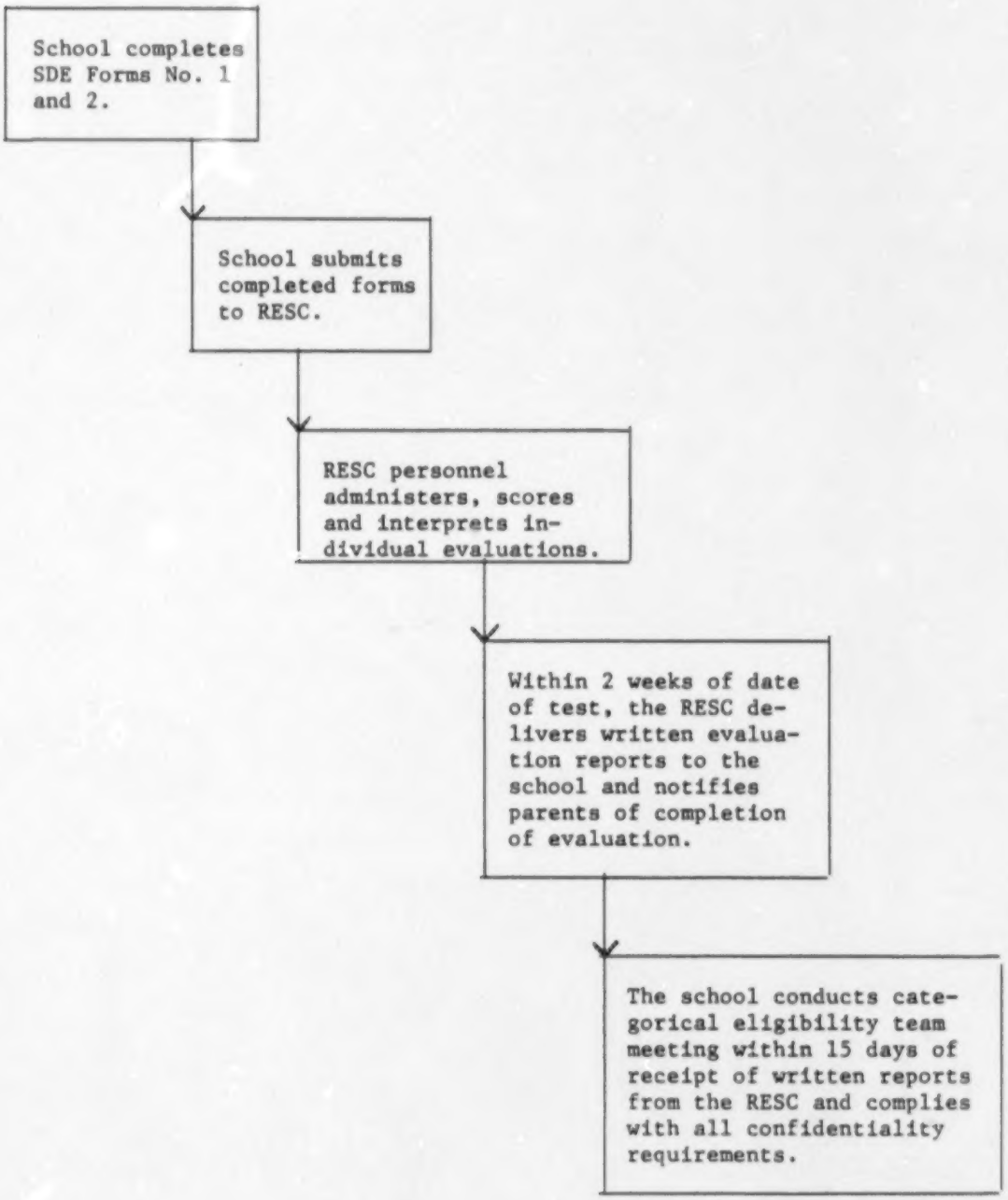
2. Students referred for possible special education consideration and third-year re-evaluation referrals for students already placed in special education programs.

3. Explanation on Page 7.

Upon completion of the evaluation of a student/child, the RESC will provide a written evaluation report which may include prescriptive educational recommendations to the referring school within two weeks of the date the child was tested. The RESC will also notify the parent or guardian that the evaluation has been completed and that the results have been transmitted to the referring school.

Upon receipt of the evaluation report provided by the RESC the local school is responsible for compliance with confidentiality procedures which are listed in the Policies and Procedures Manual for Special Education. The flowchart on the following page shows the step-by-step process for referrals of students who are potentially mentally handicapped or learning disabled.

PROCESS FOR SPECIAL EDUCATION REFERRALS


School completes SDE Forms No. 1 and 2.
School submits completed forms to RESC.
RESC personnel administers, scores and interprets individual evaluations.
Within 2 weeks of date of test, the RESC delivers written evaluation reports to the school and notifies parents of completion of evaluation.
The school conducts categorical eligibility team meeting within 15 days of receipt of written reports from the RESC and complies with all confidentiality requirements.

The third area and last priority is individual evaluation of students referred for consideration for gifted programs. Evaluation of gifted students consists of:

1. Administration and scoring of formal intelligence tests (Wechsler Scale or Stanford-Binet).

2. Providing schools with an intelligence quotient (IQ) obtained by each student referred and evaluated.

In order for schools to obtain the above service, the following conditions must be met:

1. All referrals for evaluation must be initiated by the local school district in which the student/child resides. (This includes pre-school children and students who may be attending private schools).

2. Schools must complete Referral for Evaluation and Parent Permission Forms (SDE Form No. 1 and SDE Form No. 2) before submitting to the RESC.

Upon receipt of the completed Parent Permission Form/s, the RESC will arrange to evaluate the referred student or students as quickly as possible. Referring schools should be aware of the following RESC priorities for testing:

1. Explanation on Page 4.

2. Explanation on Page 5.

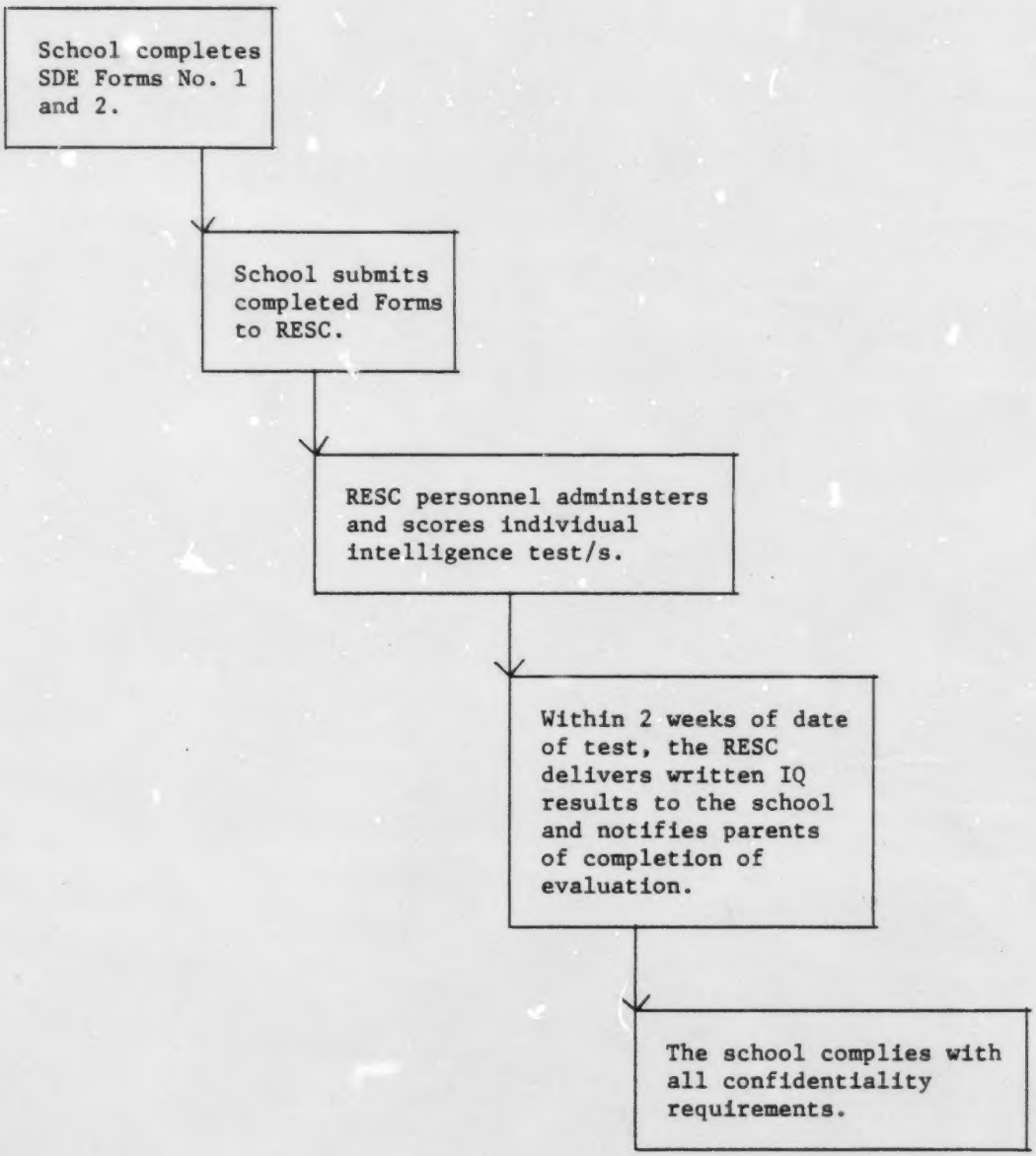
3. Students referred for consideration for gifted programs.

Upon completion of the evaluation of a student that has been referred for gifted evaluation, the RESC will provide the evaluation results including an intelligence quotient to the referring school district within two weeks of the date the student was tested. The RESC will also notify the parent or guardian that the evaluation has been completed and that the results have been transmitted to the referring school.

Upon receipt of the evaluation report provided by the RESC, the local school district becomes responsible for compliance of all confidentiality procedures which must be afforded the report. These confidentiality procedures are listed in the Policies and Procedures Manual for Special Education.

The flow chart on the following page shows the step-by-step process for referrals of students who are potentially gifted.

PROCESS FOR GIFTED REFERRALS


School completes SDE Forms No. 1 and 2.
School submits completed Forms to RESC.
RESC personnel administers and scores individual intelligence test/s.
Within 2 weeks of date of test, the RESC delivers written IQ results to the school and notifies parents of completion of evaluation.
The school complies with all confidentiality requirements.

II. INDIVIDUALIZED LEARNING PLANS

The Educational Evaluation Report is the Prescriptive Learning Plan. Results are based on information derived from a battery of exams. The report will be returned to the school within two weeks of completion of the evaluation.

Consideration for a particular placement can be stated from test results, although final determination is the responsibility of the placement team. "May be considered for _____" is the wording recommended for those students who qualify for EMH or TMR placement according to test scores in correlation with Special Education state guidelines.

For students who may be considered for learning disabilities, the information that a discrepancy exists between achievement and intellectual ability must be reported. The eligibility team is responsible for considering all information before making the final recommendation for placement.

Students whose test results indicate they do not qualify for special class placement according to state guidelines may be listed as such. The statement for final determination by the local placement team should be included.

The Regional Education Service Center staff member developing the Educational Evaluation Report shall recommend appropriate methods and material to implement the Prescriptive Learning Plan portion of the Evaluation Report.

III. MEDIA

In implementing SB 581 as amended by SB 704 and SB 214, the Regional Education Service Center media units shall provide media as indicated on the test write-ups in the Prescriptive Learning Plan.

Media shall be made available to all educators who assist students in each region as funds for such media are made available through appropriations of the Oklahoma State Legislature. The Regional Education Service Centers shall be responsible for maintaining an acquisition list, cataloging and shelving the media materials for the purpose of providing a lending service. Media library procedures will be followed as directed by the RESC Administrator.

IV. STAFF DEVELOPMENT

AUTHORITY:		MANDATE:
1.	SB 434 (1974)	ORIGINAL FUNDING BILL
2.	SB 581 (1974)	PRESCRIPTIVE TEACHING ACT OF 1974
3.	PL 94-142 (1975)	PUBLIC LAW 94-142 - FREE APPROPRIATE EDUCATION FOR THE HANDICAPPED
4.	SB 704 (1976)	EXPANDED PURPOSES OF THE PRESCRIPTIVE ACT OF 1974
5.	SB 536 (1976)	RESC CONTRACTING AUTHORITY
6.	EHA-B PART D (1977 to DATE)	STATEWIDE PERSONNEL PREPARATION AND TRAINING
7.	CSPD (1978 to DATE) (PL 94-142)	COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT
8.	OKLAHOMA EHA-B (1977-1983) (State Plan)	OKLAHOMA PLAN FOR IMPLEMENTING PL 94-142 MANDATES
9.	HB 1706 (1980)	PRESERVICE-TEACHER COMPETENCE-INSERVICE TRAINING AND TESTING
10.	SB 214 (1981)	GIFTED AND TALENTED ACT

SB 581 - SB 704:

Every Regional Education Service Center (RESC) shall offer the schools which they serve professional assistance in a variety of efforts aimed toward the improvement of instruction for students.

Each RESC shall provide assistance for organizing staff development, including: the offering by each Center of conferences, institutes, and other inservice programs for emphasizing the awareness, utilization, and adaptation of appropriate materials, learning theories, research findings, and other appropriate topics.

The RESC will maintain a close working relationship with other government agencies and teacher training institutions to increase learning opportunities for teachers and students.

PL 94-142:

The Oklahoma State Plan (EHA-B) directs the twenty RESCs to provide inservice training on all mandated provisions of PL 94-142 which includes:

Free Appropriate Public Education

Due Process

Comprehensive Psycho-Educational Testing

IEP Development Placement

Inservice Training

Coordination of Service for Handicapped Students

Parent-Teacher-Administrative Conferences

Prescriptive Implementation

Monitoring Educational Programs for Handicapped Students

CSPD (PL 94-142):

PL 94-142 mandates that each state develop and implement a comprehensive system of personnel development. The Oklahoma State Board of Education authorizes each RESC to assist in developing and implementing a comprehensive system of personnel development in the geographic area served.

Oklahoma EHA-B State Plan:

PL 94-142, Oklahoma State Plan identifies the RESC Network as an essential component to assure that the mandates of the law are effectively implemented.

HB 1706:

Four major concepts in teacher education are addressed in HB 1706. The Staff Development concept requires that local boards of education establish staff development programs for all professionals employed by the district. RESCs assist local 1706 Committees in identifying teacher inservice needs.

SB 214:

RESCs are mandated in this act to provide technical assistance to local schools in the identification, programming, and materials for gifted students.

RESCs' ROLE IN STAFF DEVELOPMENT:

Emphasis will be given to workships and short courses which are specifically designed to meet the provisions of SB 581, PL 94-142, SB 704, EHA-B State Plan, HB 1706, and SB 214.

Workshops will be conducted in each region by the RESC serving that particular region. RESC assistance will be available in organizing and presenting workshops, conferences, institutes, and other in-service programs for teachers, administrators, parents and others working with students who have special needs. These programs will emphasize the awareness, utilization and adoption of appropriate materials, learning theories, research findings and other educational topics. The training programs will assist schools in the procedures to be followed for full implementation of the laws.

RESC Administrators shall ensure that the number of workshops conducted during school hours are held to a minimum in order for teachers to be able to spend the maximum amount of class time in actual instruction of their students.

V. COORDINATION OF EDUCATION SERVICES

AUTHORITY:		MANDATE:
1.	SB 434 (1974)	ORIGINAL FUNDING BILL
2.	SB 581 (1974)	PRESCRIPTIVE TEACHING ACT OF 1974
3.	PL 94-142 (1975)	PUBLIC LAW 94-142 - FREE APPROPRIATE EDUCATION FOR THE HANDICAPPED
4.	SB 704 (1976)	EXPANDED PURPOSES OF THE PRESCRIPTIVE ACT OF 1974
5.	SB 563 (1976)	RESC CONTRACTING AUTHORITY
6.	EHA-B PART D (1977 to DATE)	STATEWIDE PERSONNEL PREPARATION AND TRAINING
7.	CSPD (1978 to DATE) (PL 94-142)	COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT
8.	OKLAHOMA EHA-B (1977-1983) (State Plan)	OKLAHOMA PLAN FOR IMPLEMENTING PL 94-142 MANDATES
9.	HB 1706 (1980)	PRESERVICE-TEACHER COMPETENCE-INSERVICE TRAINING AND TESTING
10.	SB 214 (1981)	GIFTED AND TALENTED ACT

SB 581 and SB 704:

Each RESC shall provide coordination of educational evaluative and prescriptive services provided by any unit of government, pursuant to the Prescriptive Teaching Act of 1974, with the RESC area for the benefit of students within the respective area. This shall include Regional Guidance Centers, County Health Departments, Mental Health Department Clinics, Youth Service Centers, and any other government agencies providing any or all of the above services. Such coordination shall include cooperative efforts of local districts joining with the RESC staff to engage in any educational activities to increase the learning opportunities for teachers and students in the public schools.

RESC Interagency Leadership:

The RESC Administrator shall periodically contact the administrators of agencies providing direct and/or indirect service to students with special needs in order to maintain current communication among the agencies. Interagency meetings shall be called and coordinated by the RESC Administrator to

facilitate the delivery of full, nonduplicated services and to ensure that the evaluative and prescriptive learning needs of every student in the public schools are considered regardless of the size and limited resources of the district in which the student attends school.

The RESCs will cooperate and assist in the coordination of efforts by the colleges and universities in the respective regions to encourage the offering of course work aimed at increasing the skills of teachers and public school administrators in providing an optimum education for all students with special needs.

The RESCs will assist in the dissemination of educational policies, guidelines, and other information relative to implementing the educational programs of children with special needs in the public schools.

SB 704:

It is intended by this act that the State of Oklahoma meets its responsibilities to ensure that every student in the public schools throughout the state has the opportunity to achieve his highest level of learning for the benefit of his future life in society.

It is further intended that the department make available to RESCs the services of a physical therapist and/or occupational therapist, who is registered by the American Occupational Therapy Association or who is registered and licensed as a physical therapist by the State of Oklahoma. Such therapist shall establish and coordinate programs of therapy to be conducted, as appropriate, in concert with individualized learning plans prescribed by the RESCs and implemented by the school districts.

PL 94-142 - OKLAHOMA'S STATE PLAN:

The State Plan authorizes the RESCs to provide technical assistance to all LEAs in the implementation of educational programming for handicapped students. In addition, the RESCs will assist in the coordination of inter-agency services to handicapped and potentially handicapped students. To assure compliance with PL 94-142, RESC staff will assist in the monitoring procedures.

HB 1706:

The RESC staff will assist in administering the curriculum examinations for teacher certification and license. The examinations will be administered four times each year in six locations throughout the state. Specific details about dates and locations will be provided in the registration bulletin.

SB 214:

RESC personnel will assist local schools in developing procedures for educational screening, needs analysis and prescriptive programming for gifted and talented students.

VI. REGIONAL EDUCATION SERVICE CENTER STAFF

Each Center staff will include, but not be limited to, the personnel listed:

1. RESC Administrator
2. Psychometrist/Prescriptive Teacher
3. Secretary/Media Librarian
4. Available services of an Occupational and/or Physical Therapist who is registered and licensed as a physical therapist by the State of Oklahoma.

Staff members are to fill multiple service oriented roles.

The twenty RESCs are located throughout the state so as to facilitate effective service to every school district in Oklahoma. Listed on page 28 are the locations of the centers.

1. REGIONAL EDUCATION SERVICE CENTER ADMINISTRATOR

DEFINITION:

Under general direction, plans, organizes and directs the activities of the Regional Education Service Center; supervises the Center personnel; coordinates, balances and schedules the Center's services; provides technical assistance to LEAs regarding Comprehensive System of Personnel Development and other inservice programs; performs related duties as required.

EXAMPLES OF WORK PERFORMED:

Provides professional assistance to staff members as needed; discusses new policies, directives and program activities with Center personnel; provides consultation and assistance to staff members in developing and expanding skills; structures and administers an appropriate in-service educational program.

Coordinates functions; balances and schedules services offered by the Regional Education Service Center.

Constructs and designs an on-going plan of evaluation of the Center's services to meet the needs of the region that it serves.

Acquaints school administrators and others with the available services of the Regional Education Service Center. Disseminates project information and consults with area administrators, parents, teachers, civic groups and the Oklahoma State Department of Education.

Responsible for assisting the schools in meeting the needs of parents by offering the services of the Center staff with assistance in the formation of parent groups, civic groups, and other organizations to interpret the role of the Center.

Identifies need for materials for the media loan library, some of which are suggested by the psychometrists/prescriptive teachers; submits purchase orders for needed materials.

Reviews applications and conducts interviews with applicants for vacant staff positions within each individual Center; makes recommendations on applicants to the State Department of Education for employment.

MINIMUM QUALIFICATIONS:

Graduation from an accredited college or university with a master's degree in Education or Teaching, possession of a Standard Oklahoma Teaching Certificate, and four (4) years of successful full-time paid employment* as a public school teacher:

OR

an equivalent combination of experience, substituting one (1) year of successful full-time paid employment* as a school administrator for each two (2) years of the required teaching experience, with a maximum substitution of four (4) years.

* For purposes of this job classification, one (1) year of successful full-time paid employment shall be considered as two (2) school semesters of a minimum of eighteen (18) weeks each.

Thorough knowledge of the principles and practices of modern business organization and management; of State and Federal laws pertaining to Special Education and their application; considerable knowledge of supervisory principles and practices, and of public relations; general knowledge of current social and economic conditions.

2. PSYCHOMETRIST/PRESCRIPTIVE TEACHER

DEFINITION:

Under directions, administers and interprets formal diagnostic, educational evaluation of children referred for possible placement in programs for the mentally handicapped or learning disabled; provides prescriptive learning plans in write-up form for the above evaluated students; administers appropriate, individual tests to determine the IQ of children referred for possible placement in a gifted program; conducts workshops and inservice training sessions; performs other related duties as required.

EXAMPLES OF WORK PERFORMED:

Administers and interprets formal diagnostic educational evaluations on properly referred students; i.e., intelligence, sensory-motor, perceptual, language and educational.

Prepares a written evaluation report after a child is evaluated. This will be evidenced by the dated written evaluation report on file in the child's folder. Recommendations and suggestions are the prescriptive learning plan.

Makes personal contact with the child's classroom teacher.

Upon request from a LEA and, under the supervision of the RESC Administrator as special situations merit, the psychometrist serves on the Eligibility Team.

Responsible for follow-up activities for pupils indicating a need for further evaluation as evidenced by the Oklahoma Screening Instrument Teacher's Report and Follow-up.

In performing his/her duties, a psychometrist should be able to administer a complete battery to at least two students per day.

Conduct and participate in workshops and inservice training sessions, so as to aid teachers and administrators in understanding the behavioral characteristics of exception children; providing appropriate programs and related services; being aware of state and federal laws.

Keeps abreast of new methods and materials and, under the supervision of the RESC Administrator, suggests appropriate materials to be placed in the Media Loan Library.

MINIMUM QUALIFICATIONS:

Possession of a Master's Degree with Oklahoma Certification in Psychometry.

OR

A beginning psychometrist who holds no other certificate and graduated before February 1, 1982 shall be in a teacher consultant program. A selected psychometrist will serve as the teacher consultant for the RESC.

TEACHER CONSULTANT PROGRAM

> Beginning 1980-81, every beginning teacher (zero (0) years of experience as a classroom teacher) will be part of a Teacher Consultant or Entry-Year Assistance Program.
>
> Beginning teachers who graduated before February 1, 1982 and met approved program certification requirements prior to that date will be assigned a Teacher Consultant. Beginning teachers who graduated before February 1, 1982 but did not meet approved program certification requirements prior to that date or did not hold a valid certificate on February 1, 1982 shall be assigned an Entry-Year Assistance Committee.

Refer to the Policies and Procedures Handbook for House Bill 1706 for teacher consultant procedures.

OR

A psychometrist who graduated from a college/university after January 31, 1982 with no experience shall be assigned an Entry-Year Assistance Committee. Members of the Entry-Year Assistance Committee for the RESCs will be:

> Teacher Consultant - Selected RESC Psychometrist
>
> Principal - RESC Administrator
>
> Teacher educator in a college or school of education of an institution of higher learning, or a teacher in a department or school outside the institution's college of education.

ENTRY-YEAR ASSISTANCE PROGRAM

> The intent of House Bill 1706 is to establish qualifications of teachers in the accredited schools of this state through licensing and certification requirements to ensure that the education of the children of Oklahoma will be provided by teachers of demonstrated ability.

In order to qualify for an Oklahoma Teacher Certificate, House Bill 1706 requires the licensed teacher to participate in the Entry-Year Assistance Program during the initial year of teaching in an accredited school under the guidance and assistance of a Teacher Consultant and Entry-Year Assistance Committee.

The three professional educators (Entry-Year Assistance Committee) are responsible to:

1. Assist the Entry-Year Teacher through the initial year of teaching and specifically focus on all areas of classroom management.

2. Make a recommendation regarding certification.

3. Make a recommendation for a staff development program for the teacher for the following year.

Refer to the Policies and Procedures Handbook for House Bill 1706 for entry-year assistance program procedures.

Thorough knowledge of psychometry principles, techniques, methods, procedures, materials, instruments and equipment.

Ability to conduct several projects simultaneously, to establish and maintain effective working relationships with others; to analyze situations accurately and adopt an effective course of action; to organize and present facts and opinions clearly and concisely, both orally and in writing; to address public and private groups, all as evidenced by an investigation and/or an oral interview.

Maintains professional ethics.

At the time of appointment, an applicant must possess a valid Oklahoma Driver's License and be willing to travel.

3. SECRETARY

DEFINITION:

Under general supervision, performs secretarial and stenographic duties as position requires and maintains professional ethics.

EXAMPLES OF WORK PERFORMED:

May take and transcribe dictation and types from rough draft and other sources, letters, memoranda, forms and other material.

Maintains mailing lists and is responsible for mailing circulars or releases periodically.

May serve as secretary to an official in an organizational unit of limited size, complexity, and diversity.

Maintains general office files, simple account records and a variety of other office records.

Types minutes of official meetings, tabular data, account reports, forms, specification and other material from rough draft, dictation machine cylinders or instructions.

Disperses incoming mail to appropriate persons and assembles files and other material to facilitate replies by the RESC staff.

Composes and types correspondence.

Under direction of the RESC Administrator, examines, checks and verifies reports for completeness, appropriateness, adequacy and accuracy.

Performs related work as required.

KNOWLEDGES AND SKILLS:

General knowledge of spelling, punctuation and grammar; and of basic arithmetic and of elementary office procedure and practices.

General skill in typing accurately from plain copy at a rate of forty (40) words per minute; in establishing and maintaining effective working relationships with others; and in following oral and written instructions.

EDUCATION AND EXPERIENCE:

Two (2) years of experience performing a variety of complex clerical and typing work;

OR

any other combination of education and experience.

SPECIAL REQUIREMENTS:

Some positions may require skill in writing in shorthand at the rate of eighty (80) words per minute.

3. MEDIA LIBRARIAN

DEFINITION:

Under immediate supervision, performs required library tasks including basic library operations.

EXAMPLES OF WORK PERFORMED:

Maintains current roster of media users.

Maintains order information files, library loan files, and directories.

Fills requests for books, pamphlets, and other library materials.

Opens, sorts, and files library materials.

Repairs, catalogs, and stores educational materials and equipment.

Shelves; classifies materials; codes documents; and maintains circulation records and statistics.

As directed by the RESC Administrator, answers routine inquiries and simple reference questions.

Performs related work as required.

KNOWLEDGES AND SKILLS:

Some knowledge of the principles and practices of library procedures; of various library classification systems; of library records and their purpose; of bibliographic tools; and of basic clerical procedures.

Some skill in establishing and maintaining effective work relationships with others; in tactfully dealing with the general public; in expressing ideas clearly and concisely, both orally and in writing; and in following instructions.

EDUCATION AND EXPERIENCE:

Completion of two (2) college level courses in library science, or a closely related field;

OR

any equivalent combination of education and experience.

4. OCCUPATIONAL AND PHYSICAL THERAPISTS

DEFINITION:

Because there is overlap between the services of occupational and physical therapists, at times it is difficult to distinguish the differences between the two professions. The needs of many children can be served by either a physical therapist or an occupational therapist. There are, however, both subtle and distinct differences and one service should not preclude the need for the other within the school setting. The PT/OT serving the educational facility should make the decision concerning which professional service is most appropriate to serve each individual child.

"Occupational Therapy" means the assessment and treatment of human beings through the application of any goal oriented purposeful occupation/activity of self maintenance, productivity or leisure to persons with sensorimotor, cognitive or psychosocial delay or dysfunction in order to maximize functional independence, promote development, prevent disability and maintain health.

"Physical Therapy" means the assessment and treatment of human beings through methods of neuromuscular (sensorimotor) facilitation in combination with physical modalities and exercise, for the purpose of correcting or alleviating any physical or mental condition or preventing the development of any physical or mental disability and thus promoting maximum function.

JOB QUALIFICATIONS:

"Occupational Therapist" means a person who is certified and registered with the American Occupational Therapy Association as an Occupational Therapist, Registered (OTR).

"Physical Therapist" (PT) means a person licensed to practice physical therapy in Oklahoma (59 OS 1961 Sec. 3).

QUALIFICATIONS NOT MANDATORY BUT DESIRABLE INCLUDE:

Several years work experience including at least one year experience with handicapped children.

Evidence of participation on continuing education, especially as it relates to children with special education needs.

Membership in state and national therapy organizations.

VII. OKLAHOMA

REGIONAL EDUCATION SERVICE CENTERS

CENTER LOCATION	REGION	PHONE NUMBER
ADA	REGION XIV	(405) 332-6314
AFTON	REGION V	(918) 257-4228
ALTUS	REGION XVII	(405) 482-4197
ALVA	REGION II	(405) 327-0603
ANADARKO	REGION XII	(405) 247-6688
ARDMORE	REGION XIX	(405) 223-2459
BARTLESVILLE	REGION IV	(918) 336-3071
BURNS FLAT	REGION VI	(405) 562-3127
CUSHING	REGION IX	(918) 225-0481
GUYMON	REGION I	(405) 338-8901
HUGO	REGION XX	(405) 326-5767
KINGFISHER	REGION VII	(405) 375-5666
LAWTON	REGION XVIII	(405) 357-7185
McALESTER	REGION XV	(918) 423-6271
MOORE	REGION XIII	(405) 799-4458
MUSKOGEE	REGION XI	(918) 683-3040
OKLAHOMA COUNTY	REGION VIII	(405) 842-2632
SALLISAW	REGION XVI	(918) 775-3722
STILLWATER	REGION III	(405) 624-1315
TULSA	REGION X	(918) 584-0471